**[Chapter Nine](file:///C:\\Users\\Owner\\Desktop\\ED3051%202011\\EACT%20electronic%20text\\eact09.html" \l "pagebottom)**

**Administration in Classrooms**

* [Teacher Responsibilities](file:///C:\Users\Owner\Desktop\ED3051%202011\EACT%20electronic%20text\eact09.html#h0901) 
  + [Academic Instruction](file:///C:\Users\Owner\Desktop\ED3051%202011\EACT%20electronic%20text\eact09.html#h090101)
  + [Moral Instruction](file:///C:\Users\Owner\Desktop\ED3051%202011\EACT%20electronic%20text\eact09.html#h090102)
  + [Evaluation and Reporting](file:///C:\Users\Owner\Desktop\ED3051%202011\EACT%20electronic%20text\eact09.html#h090103)
  + [Health and Safety](file:///C:\Users\Owner\Desktop\ED3051%202011\EACT%20electronic%20text\eact09.html#h090104)
  + [Attendance Records](file:///C:\Users\Owner\Desktop\ED3051%202011\EACT%20electronic%20text\eact09.html#h090105)
  + [Discipline](file:///C:\Users\Owner\Desktop\ED3051%202011\EACT%20electronic%20text\eact09.html#h090106)
  + [Miscellaneous](file:///C:\Users\Owner\Desktop\ED3051%202011\EACT%20electronic%20text\eact09.html#h090107)
* [Classroom Management](file:///C:\Users\Owner\Desktop\ED3051%202011\EACT%20electronic%20text\eact09.html#h0902) 
  + [Principles](file:///C:\Users\Owner\Desktop\ED3051%202011\EACT%20electronic%20text\eact09.html#h090201)
  + [Problems](file:///C:\Users\Owner\Desktop\ED3051%202011\EACT%20electronic%20text\eact09.html#h090202)
  + [Approaches](file:///C:\Users\Owner\Desktop\ED3051%202011\EACT%20electronic%20text\eact09.html#h090203)
  + [Practices](file:///C:\Users\Owner\Desktop\ED3051%202011\EACT%20electronic%20text\eact09.html#h090204)
* [Homework](file:///C:\Users\Owner\Desktop\ED3051%202011\EACT%20electronic%20text\eact09.html#h0903) 
  + [Completion of Assignments](file:///C:\Users\Owner\Desktop\ED3051%202011\EACT%20electronic%20text\eact09.html#h090301)
  + [Practice](file:///C:\Users\Owner\Desktop\ED3051%202011\EACT%20electronic%20text\eact09.html#h090302)
  + [Study](file:///C:\Users\Owner\Desktop\ED3051%202011\EACT%20electronic%20text\eact09.html#h090303)
  + [Projects](file:///C:\Users\Owner\Desktop\ED3051%202011\EACT%20electronic%20text\eact09.html#h090304)
  + [Recreational Reading](file:///C:\Users\Owner\Desktop\ED3051%202011\EACT%20electronic%20text\eact09.html#h090305)
* [Learning Activities at Home](file:///C:\Users\Owner\Desktop\ED3051%202011\EACT%20electronic%20text\eact09.html#h0904)
* [Copyright](file:///C:\Users\Owner\Desktop\ED3051%202011\EACT%20electronic%20text\eact09.html#h0905) 
  + [Eligible Works](file:///C:\Users\Owner\Desktop\ED3051%202011\EACT%20electronic%20text\eact09.html#h090501)
  + [Application and Duration](file:///C:\Users\Owner\Desktop\ED3051%202011\EACT%20electronic%20text\eact09.html#h090502)
  + [Infringement](file:///C:\Users\Owner\Desktop\ED3051%202011\EACT%20electronic%20text\eact09.html#h090503)
  + [Exceptions to Infringement](file:///C:\Users\Owner\Desktop\ED3051%202011\EACT%20electronic%20text\eact09.html#h090504)
  + [Moral Rights](file:///C:\Users\Owner\Desktop\ED3051%202011\EACT%20electronic%20text\eact09.html#h090505)
  + [Enforcement](file:///C:\Users\Owner\Desktop\ED3051%202011\EACT%20electronic%20text\eact09.html#h090506)
  + [Collectives](file:///C:\Users\Owner\Desktop\ED3051%202011\EACT%20electronic%20text\eact09.html#h090507)
  + [Student Copyright](file:///C:\Users\Owner\Desktop\ED3051%202011\EACT%20electronic%20text\eact09.html#h090508)

This chapter covers a variety of topics that affect teachers directly in the classroom.  Teacher responsibilities are covered, including a detailed look at classroom management.  Administrative issues around homework and learning activities at home are examined.  Copyright is considered in this chapter since it has its main impact on activities within classrooms.

[**Problems**](file:///C:\Users\Owner\Desktop\ED3051%202011\EACT%20electronic%20text\eact09.html)

Most teachers learn classroom management on the job.  This may or may not be desirable, but given the primitive state of theory in this area, it is probably inevitable.  In any given situation there are a variety of potentially useful classroom management techniques.  Teachers generally use those that they have found successful, although their choices will be influenced by peers, school administrators, and others.

Definitions and descriptions of problems vary according to the logical basis for the classificatory system.  They include lists of observed disruptive behaviours and exhaustive classifications of causes according to some theoretical position.

Hyman et al. list 27 classroom management or discipline problems, based on a survey, as follows (456):

* (1) excessive talking in the classroom, hallway, lunchroom, etc.,
* (2) indecent language or gestures,
* (3) insolence toward school staff,
* (4) stealing,
* (5) smoking,
* (6)drug use,
* (7) fighting or attacking school personnel,
* (8) defacing and vandalizing school property,
* (9) gambling,
* (10) throwing objects in class or around school grounds,
* (11) loitering in unauthorized places,
* (12) dishonesty,
* (13) petting,
* (14) tardiness,
* (15) rudeness,
* (16) not bringing required instructional materials to class,
* (17) absenteeism from class or school,
* (18) leaving class or school without permission,
* (19) disobeying requests of school staff,
* (20) not completing assignments,
* (21) inattention to classroom activities,
* (22) possession of weapons,
* (23) habitually breaking the dress code,
* (24) body odor,
* (25) cheating,
* (26) extortion of other students, and
* (27) organized protests.

These categories are not mutually exclusive and may not be exhaustive.  Misbehaviour can also occur in a number of contexts other than in the classroom.  These include libraries, lunchrooms, school dances, extracurricular activities, and busses.

Weber (1986) presents two classification systems based on cause and underlying problem.  The four types of misbehaviour are attention-getting behaviours, power-seeking behaviours, revenge-seeking behaviours, and behaviours that are displays of inadequacy (286).  A more elaborate classification, based on group-process assumptions, includes (287):

* (1) lack of unity;
* (2) nonadherence to behavioral standards and work procedures;
* (3) negative reactions to individual members;
* (4) class approval of misbehavior;
* (5) being prone to distraction, work stoppage, and imitative behavior;
* (6) low morale and hostile, resistant, or aggressive reactions; and
* (7) inability to adjust to environmental change.

[**Conclusions**](file:///C:\Users\Owner\Desktop\ED3051%202011\EACT%20electronic%20text\eact09.html)

The statutory responsibilities of teachers can be classified as providing academic and moral instruction, evaluating student performance, reporting, ensuring the health and safety of students, keeping attendance records, and maintaining discipline, among others.  In practice, academic instruction is probably the most important, although this is not clear from the statutes.

Classroom management, or what the statutes call discipline, is an essential administrative function of teachers in classrooms.  There are various competing philosophies of classroom management, but most teachers learn how to do it while on the job without necessarily adhering to any particular philosophy.

Modern schools have placed greater emphasis on homework, particularly at the early grade levels.  This may simply be a small part of a larger movement to get the parents and the community more involved in schools and in the education of children.

With the widespread presence of copying machines in schools, teachers find themselves in a good position to copy copyrighted materials.  This is permitted when dealing fairly with any work for the purposes of research or private study, but fair dealing does not permit the production of classroom sets of copyrighted materials.  Recent changes include the rise of collectives to mediate between creators and users of copyrighted materials and a number of specific exceptions to copyright for teachers.  Many Canadian teachers come within the sphere of provincial agreements with one or more copyright collectives and will therefore benefit from more extensive rights to copy than permitted by the *Copyright Act*.